

Leisure and Tourism

OCR GCSE in Leisure and Tourism J444

OCR GCSE (Double Award) in Leisure and Tourism J488

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1 About these Qualifications

This booklet contains OCR's GCSE (Single Award) and GCSE (Double Award) specification in Leisure and Tourism for teaching from September 2009.

The specification builds upon the broad educational framework set out in the subject criteria for GCSEs from the Qualifications and Curriculum Authority (QCA).

Allowing for two exit points within the specification this GCSE gives candidates an introduction to the leisure and tourism industries. It is designed to enable candidates to make valid personal choices upon completion of the course and to progress to further education, training or employment.

This GCSE is an ideal specification for those candidates wanting a broad background in the subject area. The course of study prescribed by this specification can reasonably be undertaken by candidates entering this vocational area for the first time. It provides a suitable basis for further study in this subject or for related courses which could include GCEs, OCR Nationals, NVQs or Diplomas. It is designed to be delivered in full-time or part-time education and the units of the specification can be delivered one by one or in a more holistic manner.

Examples of appropriate employment to which GCSE candidates in this subject area might progress include the entertainment industry, facility management, sports instructor, guide, holiday representative, conference organiser, cabin crew or a receptionist.

Key Skills are integral to the specification and opportunities to provide evidence for the separate Key Skills qualifications are signposted.

The fundamental philosophy of this specification is that in order for candidates to understand the nature of the leisure and tourism industries they need to actively experience both environments through the study of and participation in a series of vocationally related activities. This can be achieved through a variety of approaches including work experience, links with local employers, case studies, research and invited speakers. It is not advised that this specification is delivered in an 'academic' manner and teachers must be aware of the requirements involved in both the planning, delivery and assessment styles of this type of specification.

The specification has been designed to provide a range of teaching, learning and assessment styles to motivate candidates to achieve the best they can and to empower them to take charge of their own personalised learning and development. Assessment is designed to give credit for what candidates can do as well as what they know. It is based both on internally and externally assessed evidence which it is hoped will provide both an engaging and exciting experience for candidates.

OCR has taken great care in the preparation of this specification to avoid bias of any kind.

1.1 GCSE (Single Award)

The GCSE (Single Award) is both a 'stand-alone' qualification and also the first half of the corresponding GCSE (Double Award).

From September 2009 the GCSE (Single Award) is made up of two mandatory units. One unit is externally assessed and one unit is internally assessed and externally moderated.

1.2 GCSE (Double Award)

From September 2009 the GCSE (Double Award) is made up of four mandatory units which are the corresponding GCSE (Single Award) and two further units. Two units are externally assessed and two units are internally assessed and externally moderated.

1.3 Qualification Titles and Levels

These qualifications are shown on a certificate as:

- OCR GCSE in Leisure and Tourism;
- OCR GCSE (Double Award) in Leisure and Tourism.

These qualifications are approved by the regulatory authorities (QCA, DCELLS and CCEA) as part of the National Qualifications Framework.

Candidates who gain Grades D to G (CD to GG) will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).

Candidates who gain Grades A* to C (A*A* to CC) will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

1.4 Aims and Learning Outcomes

The aims of this specification are to:

- encourage learners to be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study;
- allow learners to gain an insight into related sectors such as business, retail and distribution, and hospitality and catering;
- prepare learners to make informed decisions about further learning opportunities and career choices.

The specification must also enable learners to:

- actively engage in the study of leisure and tourism to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds;
- understand the nature of the leisure and tourism industry;
- develop an understanding of the contribution that leisure and tourism makes to society and the economy;
- develop an awareness that health and safety issues are integral to leisure and tourism;
- develop an awareness and understanding of sustainable development and environmental issues;

- appreciate diversity and recognise similarities and differences of attitudes and cultures in society.

1.5 Prior Learning/Attainment

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or an Entry 3 at Entry Level within the National Qualifications Framework.

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2 Summary of Content

2.1 GCSE (Single Award) Units

Unit B181: *Understanding the leisure and tourism industries*

- Different types of leisure and tourism organisations
- The reasons why people use leisure and tourism facilities
- Employment opportunities in the leisure and tourism industry
- How leisure and tourism organisations operate as businesses
- Health and safety issues
- How people travel and why they select their chosen method
- Where people go in their leisure time and why they select their chosen destination(s)
- Visitor attractions and activities, both in the UK and internationally
- The rapid pace of change in the UK leisure and tourism industry
- The importance of sustainability, both in the UK and international leisure and tourism/The importance of recognising similarities and difference of attitudes and cultures

Unit B182: *Moving forward in leisure and tourism*

- Different types of leisure and tourism organisations
- The importance of sustainability, both in the UK and international leisure and tourism
- The reasons why people use leisure and tourism facilities
- How leisure and tourism organisations operate as businesses
- The use of up-to-date business systems
- How promotion and sales operate in the leisure and tourism contexts
- Where people go in their leisure time and why they select their chosen destination(s)
- The impact of tourism on communities and environments, including eco-tourism

This content is presented in a holistic manner in Unit B182. Each of the bullet points listed above can be located across the following sub-sections:

Features of leisure and tourism facilities	Customer information	Operating as a business	Marketing in action
Promotional activity	Researching the market	Impact on the external environment	

2.2 GCSE (Double Award) Units

Unit B181: *Understanding the leisure and tourism industries*

- Different types of leisure and tourism organisations
- The reasons why people use leisure and tourism facilities
- Employment opportunities in the leisure and tourism industry
- How leisure and tourism organisations operate as businesses
- Health and safety issues
- How people travel and why they select their chosen method
- Where people go in their leisure time and why they select their chosen destination(s)
- Visitor attractions and activities, both in the UK and internationally
- The rapid pace of change in the UK leisure and tourism industry
- The importance of sustainability, both in the UK and international leisure and tourism/The importance of recognising similarities and difference of attitudes and cultures

Unit B182: *Moving forward in leisure and tourism*

- Different types of leisure and tourism organisations
- The importance of sustainability, both in the UK and international leisure and tourism
- The reasons why people use leisure and tourism facilities
- How leisure and tourism organisations operate as businesses
- The use of up-to-date business systems
- How promotion and sales operate in the leisure and tourism contexts
- Where people go in their leisure time and why they select their chosen destination(s)
- The impact of tourism on communities and environments, including eco-tourism

This content is presented in a holistic manner in Unit B182. Each of the bullet points listed above can be located across the following sub-sections:

Features of leisure and tourism facilities	Customer information	Operating as a business	Marketing in action
Promotional activity	Researching the market	Impact on the external environment	

Unit B183: *Working in the leisure and tourism industries*

- Different types of leisure and tourism organisations
- Employment opportunities in the leisure and tourism industry
- How leisure and tourism organisations operate as businesses
- The use of up-to-date business systems
- The importance of recognising similarities and difference of attitudes and cultures
- Health and safety issues
- Visitor attractions and activities, both in the UK and internationally

Unit B184: *Meeting customer needs in the leisure and tourism industries*

- Different types of leisure and tourism organisations
- The reasons why people use leisure and tourism facilities
- Employment opportunities in the leisure and tourism industry
- The importance of recognising similarities and difference of attitudes and cultures
- Where people go in their leisure time and why they select their chosen destination(s)
- How people travel and why they select their chosen method
- Visitor attractions and activities, both in the UK and internationally

This content is presented in a holistic manner in Unit B184. Each of the bullet points listed above can be located across the following sub-sections:

The tourism industry	Travel destinations
Customers	Researching the market

3 Content

3.1 Unit B181: *Understanding the leisure and tourism industries*

This unit will provide the candidate with an introduction to the leisure and tourism industries.

The leisure and tourism industries provide a variety of opportunities for people to engage in recreational, entertainment, social and business activities. The industries also provide employment opportunities covering a wide range of career options.

The candidate will research the organisations which offer products and services related to the leisure and tourism industries and will study the reasons why people use these organisations. The candidate will then study the range of employment opportunities within the leisure and tourism industries before moving on to study the organisation structure and key operational practices used by businesses in the leisure and tourism industries and the functional areas which support them. There will be a need for the candidate to be familiar with health and safety practices.

The candidate will then broaden their understanding of the leisure and tourism industries by studying a range of key destinations on an international scale, the visitor attractions found at these locations and their appeal to particular visitor types. The candidate will also study the different methods of transport used to get to such destinations.

The candidate will then have to study the rapid pace of change in the UK leisure and tourism industry over a five year period, developing the ability to interpret and discuss statistical data from a variety of sources.

Sustainability is an important issue for the leisure and tourism industries and the candidate will finally need to be familiar with how organisations can minimise the negative impact of the leisure and tourism industries on environments and cultures, in both local and global contexts.

3.1.1 Different types of leisure and tourism organisations

The leisure and tourism industries consist of a wide range of different types of organisations, offering a variety of products, services and facilities.

The candidate will need to understand the types of organisations which make up the industries, as well as being able to understand, explain and discuss the range of products, services and facilities a particular organisation offers.

The following components of the leisure and tourism industries must be studied.

Component	Providers
Entertainment	<ul style="list-style-type: none">• Cinema• Ten pin bowling• Theatre• Bingo• Night club• Concert venue• Laser quest• Pubs and bars• Restaurant
Visitor Attractions	<ul style="list-style-type: none">• Themed – zoo, aquarium, safari park• Amusement park• Gallery
Cultural	<ul style="list-style-type: none">• Stately home• Castle• Museum
Leisure	<ul style="list-style-type: none">• Sports and recreation centre• Health club and spa• Sports club (including athletics)• Indoor winter sports facility• Outdoor activity centre• Sports arena• Paintballing
Accommodation	<ul style="list-style-type: none">• Hotel• Hostel• Bed and breakfast (B&B) and guest house• Holiday cottage (letting agency)• Holiday park and centre• Campsite• Caravan park• Conference centre

Travel	<ul style="list-style-type: none"> • Airline • Rail operator • Coach operator • Car hire • Ferry • Cruise line
Tourism	<ul style="list-style-type: none"> • Travel agent • Tour operator • Guiding and information service

3.1.2 The reasons why people use leisure and tourism facilities

Increased leisure time and greater access to facilities have led to more people using the wide range of products, services and facilities which leisure and tourism organisations have to offer.

The candidate will need to explain and discuss the reasons why people use leisure and tourism facilities. These reasons can be categorised as follows:

- for recreational purposes;
- for entertainment;
- to relax;
- for health reasons;
- for social reasons;
- for business purposes;
- for convenience;
- because of the cost;
- for the expert service or product knowledge offered.

3.1.3 Employment opportunities in the leisure and tourism industry

The organisations providing leisure and tourism products, services and facilities generate employment on a wide scale. They offer career opportunities both directly and indirectly, with many different entry levels and progression routes.

The candidate will need to explain and discuss the duties and responsibilities of a given range of job roles at various levels within the industries. There will be a need to discuss career prospects within each job category.

The job categories which the candidate must study are as follows:

- point of sale – ticket sales, receptionist, travel agents;
- cabin crew – air, rail, sea, road;
- administration – customer service agents, web site administrator;
- facility management – hotel, conference, health club;
- instructors – fitness, outdoor activity, winter sports;
- waiting – general, silver service, wine waiter;
- food preparation – chef, kitchen staff;
- information services – guides, tourist information centre (TIC) staff;
- housekeeping – cleaning, room service;
- entertainers – host/ess (i.e. 'redcoats'), children's representatives.

3.1.4 How leisure and tourism organisations operate as businesses

The candidate will need to study organisation structures and key operational practices used in the leisure and tourism industries and the functional areas that support them. The candidate will need to be familiar with organisation charts and the different levels of responsibility within an organisation.

The candidate will need to understand that many organisations will operate a three tier organisation structure, although this may vary according to the scale and size of the organisation.

Typically, the three tier structure will consist of:

- managerial;
- supervisory;
- operative levels.

The candidate will need to discuss organisational structures, identify types of jobs at various levels and explain the difference between levels of responsibility and accountability within a leisure and tourism organisation.

Leisure and tourism organisations will group together key tasks into departments/functional areas within their structure. This enables an organisation to operate more efficiently and allows an organisation to develop discreet job roles. Each functional area will complete a range of key operational tasks.

The candidate will need to be familiar with the following functional areas:

- human resources;
- marketing;
- sales;
- operations.

The candidate will need to discuss the following key operational tasks:

- recruitment and selection process;
- market research;
- product development;
- keeping sales records;
- regular maintenance routines.

3.1.5 Health and safety issues

The candidate will need to be familiar with general health and safety legislation which covers the safety of customers and employees within leisure and tourism organisations. The candidate will need to discuss how staff and visitors are protected by each of the following Acts/Regulations (or as amended):

- Activity Centres (Young Persons' Safety) Act, 1995;
- Children Act, 2004;
- Health and Safety at Work Act, 1974;
- Fire Precautions Act, 1971;
- Control of Substances Hazardous to Health (COSHH) Regulations, 1994.

The candidate will need to have an understanding of, and be able to apply knowledge of, health and safety practices in a variety of working environments, such as, for example, a food preparation environment. The candidate will need to recognise potential hazards and how they could be managed safely in these working environments.

3.1.6 How people travel and why they select their chosen method

There are four main methods of travel which people can use for leisure, tourism or business purposes.

The candidate will need to discuss the advantages and disadvantages of each method of travel and be able to form judgements about suitable choices for different client groups.

The candidate will need to discuss the four main methods of travel which are:

- air;
- road;
- rail;
- sea.

3.1.7 Where people go in their leisure time and why they select their chosen destination(s)

The candidate will need to investigate a range of key destinations on a national and international scale, **see section 3.1.8**. The candidate will need to discuss the appeal and activities offered by different destinations for different visitor types.

The candidate will need to understand a range of visitor types. These can be categorised as

- independent travellers;
- families;
- retired people;
- couples;
- groups;
- business travellers;
- visiting friends and relatives (VFR);
- school groups;
- special interest groups.

3.1.8 Visitor attractions and activities, both in the UK and internationally

The candidate will need to study the following destinations:

Country	Destination	Reason To Visit	Exemplification
Australia	Sydney	Sightseeing	Harbour Bridge
Brazil	Rio de Janeiro	Festival	Mardi Gras
Canada	Whistler	Skiing	Whistler
China	Xi'an	Culture	The Silk Road
Egypt	Cairo	Monuments	Pyramids
France	Paris	Theme Park	Euro Disney
India	Agra	One of Seven Wonders	Taj Mahal
Italy	Rome	Heritage	Coliseum
Japan	Tokyo	Environment	Mount Fuji
Kenya	Masai Mara	Safari	Masai Mara
Maldives	Kuramathi	Honeymoon	Resort
Peru	Machu Picchu	Trekking/Historical Monument	Inca Trail
Singapore	Sentosa Island	Beauty and Well Being	Spa Botanica
South Africa	Pretoria to Cape Town	Train Journey	The Blue Train
Spain	Barcelona	Sport	Nou Camp
Spain	Majorca	Climate	Palma Nova
United Kingdom	Cornwall	Conservation/Education	Eden project
United Kingdom	London	Business	Earls Court
United Kingdom	Wimbledon	Sport	Wimbledon Tennis Championships
United Kingdom	Edinburgh	Festival	Edinburgh Festival
United Kingdom	Warwick	Historical	Castle
USA	New York	Shopping	Macy's,
Vietnam	Hanoi	Culture	Chi Minh's Mausoleum
Wales	Snowdonia	Walking	Mountains
Zambia	Victoria Falls	Sightseeing	Victoria Falls

3.1.9 The rapid pace of change in the UK leisure and tourism industry

Leisure and tourism activity is influenced by many variables, such as income, hours of work, public holidays, paid leave entitlements, retirement arrangements and the range of accommodation available.

The candidate will need to look at the factors which have influenced the ways in which the leisure and tourism industries have developed over a five year period.

The candidate will need to study these trends within the leisure and tourism industries over a five year period and be able to discuss available statistical data from a variety of sources.

The candidate will need to study trends in:

- volume of visitor numbers (domestic and inbound);
- spending by tourists (domestic and inbound);
- accommodation stock (UK based);
- accommodation used (domestic and inbound);
- activities undertaken on holiday trips (within the UK);
- employment in leisure and tourism (UK).

3.1.9 The importance of sustainability, both in the UK and international leisure and tourism/The importance of recognising similarities and difference of attitudes and cultures

Sustainability is an important issue for the leisure and tourism industries as organisations often take steps to minimise their impact on environments and cultures in both local and global contexts.

The candidate will need to discuss how and why leisure and tourism activities can have a positive or negative influence on local populations and their environments. The candidate will need to understand why leisure and tourism organisations must make appropriate choices to minimise the potential impacts of leisure and tourism development.

The candidate will need to study why each of the following is important for sustainable practice:

- using renewable resources;
- supporting local producers;
- encouraging local employment;
- recognising and maintaining different cultures and traditions.

The candidate will be required to study at least one UK example and one international example in relation to the issues identified above.

3.2 Unit B182: *Moving forward in leisure and tourism*

The leisure and tourism industries aim to provide an enjoyable experience for all their customers. They operate in an increasingly competitive business environment, where rapid development and change are the norm. Customers are becoming more demanding in what they want and expect from the leisure and tourism industries. To ensure that new customers are attracted to, and that existing customers return to, a particular facility rather than to a potential rival, a leisure and tourism facility needs to continue to develop the experience it provides, its products and services. When making decisions about how to develop, a leisure and tourism facility needs to consider not only effective and successful ways of meeting customers' wants and needs but also the impact(s) a new development may have on the local community and the environment.

In this unit the candidate will choose and research a named facility in the leisure and tourism industries. The candidate will investigate the facility's customers and the experience, products and services it provides to meet current customer needs. The candidate will analyse this existing provision so that they can make suggestions about possible future developments for the facility. Based on this analysis, the candidate will then recommend a future development and produce a piece of promotional material for the facility.

The following sections contain the knowledge, understanding and skills which the candidate will need to acquire before choosing and researching a named facility in the leisure and tourism industries.

3.2.1 Features of leisure and tourism facilities

The candidate will need to study the characteristic features of different types of leisure and tourism facilities, including themed attractions, theme parks, hotels, cinemas, theatres and leisure, sports and fitness centres.

3.2.2 Customer information

The candidate will need to study external customers of leisure and tourism facilities, who are the most important part of a leisure and tourism business, since without customers, there would be no business.

The candidate will need to study different types of external customer - individuals, groups, people of different ages, people from different cultures, non-English speakers, people with specific needs, e.g. sight and hearing impaired people, those requiring wheelchair access, those requiring facilities for young children and business people.

The candidate will need to study the reasons why external customers use leisure and tourism facilities - personal preference and their interests, lifestyle, social interaction, disposable income, use of time, location and accessibility, fashion, health and gender.

The candidate will need to consider the importance of identifying, meeting and, if possible, exceeding the differing needs of external customers.

3.2.3 Operating as a business

The candidate will need to understand how leisure and tourism facilities operate as businesses. This will require the candidate to develop their knowledge and understanding of a facility in the context of:

- aims and objectives, mission and vision;
- products and services;
- business systems, such as booking systems and customer records;
- coping with seasonality;
- health, safety and security as part of the efficient running of the business.

3.2.4 Marketing in action

The candidate will need to understand the main principles of marketing and its importance for leisure and tourism facilities. This will require the candidate to understand the marketing mix (or the 4Ps):

- product (what experience, service and products – main and ancillary - a facility offers);
- price (how much the experience, services and products cost);
- place (where the experience, services and products are offered);
- promotion (how facilities get people to buy their experience, services and products).

The candidate will need to realise the importance of each aspect of the marketing mix and how they work together to deliver a facility's mission and vision.

The candidate will need to understand the product life cycle, including an identification of where the facility is in the product life cycle and how it could develop in future. It is possible that the candidate might need to consider the life cycle of individual components of a particular facility.

The candidate will need to understand target marketing, which is a tool that helps a facility ensure that it is offering the right goods and services to its customers.

The candidate will need to understand that different groups of customers, known as 'market segments', have different needs.

The candidate will need to understand that markets can be segmented in a number of ways - age, gender, social group and lifestyle.

3.2.5 Promotional activity

The candidate will need to understand and produce promotional materials such as advertisements, brochures and leaflets, posters, Internet sites, videos and promotional artefacts.

The candidate will need to know how promotional materials are made available to customers so that they can find out about a leisure and tourism facility.

The candidate will need to understand ways of measuring the effectiveness of these materials including the way they are designed, the words and images they contain and techniques such as AIDA (Attention, Interest, Desire, Action).

3.2.6 Researching the market

The candidate will need to understand that primary or field research which they will carry out for themselves may involve interviews, surveys, observation or questionnaires.

The candidate will need to understand that secondary or desk research is research using information provided by someone else, which may involve obtaining information from newspapers, magazines and the Internet.

The candidate will need to understand the SWOT model and how this model can be used by a facility to help it find out how it is performing.

The candidate will need to understand that a SWOT model involves looking at:

- strengths;
- weaknesses;
- opportunities;
- threats.

The candidate will need to understand that strengths and weaknesses are internal factors which the facility can control. Opportunities and threats are outside the control of the facility.

3.2.7 Impact on the external environment

The candidate will need to understand that a leisure and tourism facility will have impacts, both positive and negative, on the local community, economy and environment. The candidate will need to consider the impacts the facility has on matters such as demography, jobs, conservation, regeneration, incomes, education, crime, overcrowding, pollution (land, air and water) and vandalism.

3.2.8 Sourcing work

The candidate will need to know how to reference sources of information and compile a bibliography.

3.3 Unit B183: *Working in the leisure and tourism industries*

This unit will provide the candidate with an insight into working in the leisure and tourism industries.

These industries provide employment opportunities covering a wide range of career options across a range of organisations.

The candidate will research the organisations which offer employment and will study a range of key job roles available either in the UK or overseas. The candidate will be expected to make a detailed study of eight specified job roles across the leisure and tourism industries. This will entail research into the skills, qualities and qualifications required of someone working in each of these roles, as well as the working practices associated with each job.

It is intended this area of study will add depth to the candidate's understanding of working in the leisure and tourism industries in contrast to Unit B181. In Unit B181 the candidate's learning experience offered more breadth as they developed their understanding of a series of overarching features of the leisure and tourism industries.

Working in the leisure and tourism industries may, at times, involve working overseas. The candidate will be required to understand how employees may need to adapt to a foreign environment. This will involve understanding cultural differences in the customs and practices of the local people.

The candidate will study essential systems used in the leisure and tourism industries and must be able to apply their knowledge and understanding of these systems to complete realistic scenario-based tasks.

3.3.1 Different types of leisure and tourism organisations

The candidate will study working practices within a variety of leisure and tourism organisations. These will be related to the job roles as identified on page 21 of this unit specification.

The types of organisations correspond to a selection of those already studied in Unit B181, **see section 3.1.1**.

3.3.2 Employment opportunities in the leisure and tourism industries

The job roles which form the framework of this unit and external assessment are as follows:

- entertainments industry ticket seller (including festivals);
- facility manager in a health club;
- ski instructor;
- blue badge guide;
- children's representative;
- conference organiser in a conference centre;
- scheduled airline member of a cabin crew;
- receptionist in a hotel.

The candidate will need to study all of the following in relation to each of the specified job roles:

- main duties of the role;
- skills and personal qualities required by the role;
- training needs and qualifications required for the role;
- pay and working conditions;
- typical daily routine for someone working in the role.

The candidate will need to identify three organisations in the leisure and tourism industries which employ people in the specified job roles. The candidate will compare the pay and working conditions, the daily routine and the locations where people may be employed in the job role across the three chosen organisations.

The candidate will need to form justified decisions to match people profiles to job roles from a small amount of stimulus material. The candidate will need to draft a job advertisement for one of the job roles.

Conversely, the candidate will need to analyse and make judgements about the suitability of the specified job roles for a variety of people profiles.

3.3.3 How leisure and tourism organisations operate as businesses

Daily working routines form an integral part of how businesses operate.

The candidate will need to discuss working conditions within a variety of leisure and tourism organisations and how these vary from organisation to organisation. The candidate will need to understand that working conditions in certain organisations may affect where someone chooses to work.

The candidate will need to discuss a range of working conditions:

- types of employment, including part-time, full-time, seasonal and temporary;
- rates of pay;
- working time, including number and lengths of breaks;
- holiday entitlement;
- duties and responsibilities;
- physical location of where one works, including health and safety aspects such as cleanliness, noise levels, restroom facilities, temperatures/air conditioning, smoking arrangements, etc.

3.3.4 The use of up-to-date business systems

Leisure and tourism organisations exist as customer-focused industries. To remain competitive, they must operate efficient systems. The candidate must have an understanding of some of these systems:

- check-in /check-out procedures;
- reservation systems;
- customer complaints procedures;
- accident reports;
- health and safety procedures;
- sales records.

The candidates will need to discuss/appraise these systems.

The candidate will need to complete the following types of documentation:

- accident report form;
- complaints record;
- booking form;
- sales record;
- check-in/check-out documents.

The candidate will need to:

- write a response to a formal complaint;
- plan an itinerary using given information.

The candidate will need to apply knowledge and understanding of the jobs identified in **section 3.3.2** in order to respond to given scenario-based tasks at an appropriate level.

3.3.5 The importance of recognising similarities and difference of attitudes and cultures

Working in the leisure and tourism industry may, at times, involve working overseas.

The candidate will need to understand how working in another country may involve experiencing different attitudes and cultures and so the candidate will need to have an appreciation of:

- customs;
- practice;
- language;
- religion;
- social attitudes.

3.3.6 Health and safety issues

The candidate will need to discuss health and safety procedures within practical situations as part of a given job role in leisure and tourism.

The candidate will need to refer to the relevant legislation by name only without citing specific aspects of the legislation.

The candidate will need to be familiar with the following types of procedures:

- health and safety for employees and customers;
- evacuation;
- first aid;
- maintaining health and safety records e.g. accident reports;
- child protection issues including Criminal Records Bureau (CRB) checks;
- basic risk assessment.

3.3.7 Visitor attractions and activities, both in the UK and internationally

The candidate will need to apply knowledge and understanding of visitor attractions and activities, both in the UK and internationally, to the specified job roles in **section 3.3.2**.

The candidate will need to have an understanding of the visitor attractions within each of the specified job role contexts.

3.4 Unit B184: *Meeting customer needs in the leisure and tourism industries*

The leisure and tourism industries are service industries and cannot survive without customers. Successful organisations in the leisure and tourism industries must make sure that their customers are satisfied with services and products which they receive as well as seeking to develop the overall customer service experience. To ensure that they provide excellent customer service, leisure and tourism organisations need to identify and meet the needs of a variety of customers and, if possible, exceed customers' expectations.

When people are on holiday or travelling for business purposes, they are not only using the experiences, services and products offered by the travel and tourism industries but also those provided by the leisure and recreation industries. They will make use of a range of organisations, amenities and facilities.

In this unit, the candidate will choose and research a customer brief and from this establish the needs of their chosen customer(s). The candidate will need to identify how best to meet these needs, produce a proposal presenting two options (one for a UK destination and one for an international destination) which would satisfy their chosen customer(s). The candidate will also need to provide a justified recommendation as to which option best meets the needs of their chosen customer(s).

The candidate will need to investigate possible destinations, consider the transport options, the range of accommodation available and the ways in which the customer(s) will be able to spend their time at their destination. The candidate will need to bear in mind the indicative budget if provided in the customer brief and the length of stay.

The following sections contain the knowledge, understanding and skills which the candidate will need to acquire before choosing and researching a customer brief.

3.4.1 The tourism industry

The candidate will need to understand what tourism is. Tourism is a broad area but it usually covers temporary travel away from home or work. An essential part of tourism is the traveller's intention to return home afterwards. The candidate will need to understand:

- the reasons why people travel including for a leisure holiday, sightseeing, visiting an attraction, visiting friends/family, going to a sports event, taking part in an activity and on business;
- the different types of holidays available including independent, package, fly drive, special interest, activity, two-centre, tour and cruise holidays and short break;
- accommodation types and their comparative advantages and disadvantages including full-board, half-board, B&B, self-catering, all-inclusive, hotels, motels, guest houses, gites, camping and caravanning;
- transport methods (road, rail, air and sea) to, from and within destination and their comparative advantages and disadvantages.

The candidate will need to understand the role of a travel consultant.

The candidate will need to understand different types of leisure and tourism organisations and their characteristic features, **see Unit B181 section 3.1.1**.

3.4.2 Travel destinations

The candidate will need to understand the following characteristics of domestic tourism and destinations in the UK, short haul destinations in Europe and long haul destinations outside Europe:

- the different types of destinations such as coastal areas, seaside resorts, countryside areas, forests, mountain areas, lakes, sporting venues, theme parks, modern built attractions, places of historic interest, towns and cities;
- the range and variety of leisure, recreation and cultural activities available including festivals and events, food and drink, visiting places of interest such as museums and galleries, sightseeing and sporting activities such as winter sports, sailing, golf, scuba diving, rambling, etc.

3.4.3 Customers

The candidate will need to study external customers and their importance to the leisure and tourism industries. The candidate will need to develop their knowledge and understanding of:

- the different types of external customers including individuals, groups, people of different ages, people from different cultures, non-English speakers, people with specific needs, e.g sight and hearing impaired people, those requiring wheelchair access, those requiring facilities for young children and business people;
- the factors which influence people's choice of destination including its location and accessibility, the amount of disposable income, the size and gender mix of the household, the amount of time available, age, health and personal preferences, seasonality and trends;
- the reasons why people choose and use leisure and tourism facilities including their interests, age group, gender, specific needs, lifestyle, disposable income, use of time, location and accessibility, fashion and health;
- the importance of identifying, meeting and, if possible, exceeding the differing needs of external customers.

3.4.4 Researching the market

The candidate will need to understand that primary or field research which they will carry out for themselves may involve interviews, surveys, observation or questionnaires.

The candidate will need to understand that secondary or desk research is research using information provided by someone else, which may involve obtaining information from newspapers, magazines and the Internet.

3.4.5 Sourcing work

The candidate will need to know how to reference sources of information and compile a bibliography.

3.4.6 Possible formats for Tasks 3 and 4

The candidate will need to understand appropriate formats for presenting information to customer(s) - written report, brochure, leaflet, powerpoint presentation or storyboard.

4 Schemes of Assessment

4.1 GCSE (Single Award) Scheme of Assessment

GCSE (Single Award) in Leisure and Tourism (J444)

Unit B181: *Understanding the leisure and tourism industries*

40% of the total GCSE (Single Award) marks
1.5 hrs Written Paper
80 marks

This question paper has **four** questions.

Candidates will answer **all four** questions.

This unit is externally assessed.

Unit B182: *Moving forward in leisure and tourism*

60% of the total GCSE (Single Award) marks
Controlled Assessment (Up to 30 hours research and up to 15 hours writing up)
60 marks

Candidates will choose **one type of leisure and tourism facility** from a list of four and then choose a local facility on which to base their subsequent investigations.

Candidates complete all tasks.

This unit is internally assessed and externally moderated.

4.2 GCSE (Double Award) Scheme of Assessment

GCSE (Double Award) in Leisure and Tourism (J488)

GCSE (Single Award) units as above, Unit B181 being 20% and Unit B182 being 30% of the total GCSE (Double Award) marks.

Unit B183: *Working in the leisure and tourism industries*

20% of the total GCSE (Double Award) marks This question paper has **four** questions.

1.5 hrs Written Paper

80 marks

Candidates will answer **all four** questions.

This unit is externally assessed.

Unit B184: *Meeting customer needs in the leisure and tourism industries*

30% of the total GCSE (Double Award) marks Candidates will choose **one customer brief** from a list of six.

Controlled Assessment (Up to 30

hours research and up to 15

hours writing up)

60 marks

Candidates complete all tasks.

This unit is internally assessed and externally moderated.

4.3 Entry Options

GCSE (Single Award) candidates must be entered for units B181 and B182.

GCSE (Double Award) candidates must be entered for all four units.

Candidates must be entered for certification to claim their overall GCSE qualification grade. All candidates should be entered under the following certification codes:

OCR GCSE in Leisure and Tourism – J444;

OCR GCSE (Double Award) in Leisure and Tourism – J488.

4.4 Tiers

This scheme of assessment is untiered, covering all of the ability range grades from A* to G (A*A* to GG). Candidates achieving less than the minimum mark for Grade G (GG) will be ungraded.

4.5 Assessment Availability

There are two examination series each year, in January and June.

Assessment availability can be summarised as follows:

Unit	January 2010	June 2010	January 2011	June 2011	January 2012 etc
B181	✓	✓	✓	✓	✓
B182	✓	✓	✓	✓	✓
B183	✓	✓	✓	✓	✓
B184	✓	✓	✓	✓	✓

4.6 Assessment Objectives

Candidates are expected to demonstrate the following in the context of the content described:

AO1

- recall, select and communicate their knowledge and understanding of a range of contexts

AO2

- apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks

AO3

- analyse and evaluate information, sources, and evidence, make reasoned judgements and present conclusions

AO Weightings – GCSE (Single Award)

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid.

Unit	% of GCSE (Single Award)			Total
	AO1	AO2	AO3	
Unit B181: <i>Understanding the leisure and tourism industries</i>	18	16	6	40%
Unit B182: <i>Moving forward in leisure and tourism</i>	16	24	20	60%
	34%	40%	26%	100%

AO Weightings – GCSE (Double Award)

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid.

Unit	% of GCSE (Double Award)			Total
	AO1	AO2	AO3	
Unit B181: <i>Understanding the leisure and tourism industries</i>	9	8	3	20%
Unit B182: <i>Moving forward in leisure and tourism</i>	8	12	10	30%
Unit B183: <i>Working in the leisure and tourism industries</i>	9	8	3	20%
Unit B184: <i>Meeting customer needs in the leisure and tourism industries</i>	8	12	10	30%
	34%	40%	26%	100%

4.7 Quality of Written Communication

Quality of written communication is assessed in all units.

Candidates are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- present information in a form that suits its purpose;
- use a suitable structure and style of writing.

In internally assessed units B182 and B184 criteria for assessing quality of written communication will appear in the marking criteria for controlled assessments. It will be embedded in the marking criteria for one particular assessment objective for each unit where it is considered to be most appropriate.

In externally assessed units B181 and B183 quality of written communication will be embedded in one levels of response question containing each of the three assessment objectives. The question which carries quality of written communication will be the one that is considered most appropriate and will change session on session. The criteria for assessing quality of written communication will be outlined in specific instructions at the front of each mark scheme for a particular examination series.

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5 Controlled Assessment

5.1 The Controlled Assessment Units

Units B182 and B184 have been designed to be internally assessed and externally moderated, applying the principles of controlled assessment. Controls are set within the assessments so that validity and reliability are ensured and the assessors can confidently authenticate the candidate's work. These controls take a variety of forms in each of the stages of the assessment process: task setting, task taking and task marking. There are different levels of control within each of these three stages. This section sets out the overall OCR approach for this GCSE. Further clarification can be found in the specimen controlled assessment material for each of the two units.

5.2 Task Setting

5.2.1 The OCR approach

For this GCSE in Leisure and Tourism OCR will assume a high level of control for task setting. A number of contexts will be available from OCR for the controlled assessment units. Once a context has been chosen then the candidate will carry out necessary research in order to respond to a series of tasks. These tasks have been designed to meet the full assessment requirements of the unit. It is important that before the candidate begins the assessments they are equipped with the necessary knowledge, understanding and skills which can be located in the unit specifications for Units B182 and B184.

5.2.2 Using controlled assessment tasks

Unit B182 – The candidate must choose one type of leisure and tourism facility from a list of four and then choose a local facility on which to base their subsequent investigations. The series of tasks which the candidate must complete are supplied by OCR. It should be noted that the types of leisure and tourism facility have been chosen to be as wide ranging as possible to suite all centre requirements.

Unit B184 – The candidate must choose one customer brief from a list of six on which to base their subsequent investigations. The series of tasks which the candidate must complete are supplied by OCR. It should be noted that the customer briefs have been chosen to be as wide ranging as possible to suite all centre requirements.

Live OCR controlled assessment material must **NOT** be used as practice material. Centres should devise their own practice material or use the **specimen** controlled assessment material.

5.3 Task Taking

5.3.1 The OCR approach

For this GCSE in Leisure and Tourism OCR will assume a medium level of control for task taking. There will be a limited level of control for research and a high level of control for the write up of the candidate's findings. The task taking parameters will be defined for several key controls and the remainder set by centres as outlined below.

5.3.2 Definitions of the controls

(a) **Authenticity control:** The candidate can complete the research individually or in a group without direct teacher supervision. The write up of findings and responding to tasks must be completed individually and under direct supervision. The teacher must be able to authenticate the work.

(b) **Feedback control:** Feedback to the candidate will be permissible but tightly defined. Within this specification OCR expects teachers to equip the candidate with the knowledge, understanding and skills which they will need before they respond to the tasks. It should be remembered that the candidate is required to reach their own judgements and conclusions without any guidance or assistance from others. When supervising tasks, teachers are expected to:

- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism;
- exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements;
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

(c) **Time control:** The overall time limits available to the candidate to complete the controlled assessments are specified in section 4.1 of this specification. A more detailed breakdown of time limits for particular tasks is contained in the specimen controlled assessment material for Units B182 and B184.

Tasks should be completed within the time limits set and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the centre, e.g. research work, etc. The use and application of the research material will be undertaken under direct teacher supervision. With all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own and be able to authenticate it using the specified procedure in section 5.4.4.

(d) **Collaboration control:** Group work is permissible for the research phase of these units. However, the candidate must complete and/or evidence all work individually. Where group work is suggested as an alternative to individual work the candidate will still be analysing the outcome of the group work on an individual basis before forming their own conclusions.

(e) **Resource control:** Access to resources will be limited to those appropriate to the tasks and as required by the units. The candidate will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria but this must be closely monitored and supervised, especially the level of ICT access. During the write up the candidate should only have access to the notes which they have made during the research phase of task taking. It is the responsibility of the centre to ensure that these are only research notes and that they do not include a draft or final version of the tasks.

5.3.3 Quality assuring the controls

It is the responsibility of the Head of Centre to ensure that the controls set out in the specification and the individual units are imposed.

5.3.4 Completing the tasks

The candidate will be provided with sufficient time to complete all of the tasks. It is suggested that evidence is produced in a number of sessions, each focussing on a specific mini-task.

Each candidate must produce individual and authentic evidence for each of the (mini)tasks. It is particularly important that those candidates who conducted research as part of a group still produce individual evidence.

The teacher may give appropriate support and guidance to the candidate during the research phase of these units but not during the write up phase. This support and guidance should focus on checking that the candidate understands what is expected of them. It is not acceptable for the teacher to provide model responses or to work through answers in detail.

The candidate will have the opportunity to use information from a wide range of resources as part of Task 1 in Units B182 and B184. This research will help the candidate to then produce evidence which is clearly targeted to meeting the assessment requirements of each of the tasks. It is not permissible, however, for the candidate to introduce any new material into their evidence that is not accessed during Task 1 and teachers must safeguard against this.

The candidate must also be guided on the use of information to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced and in both Units B182 and B184 the candidate will be asked to compile a bibliography during their research time which will be required for review at the point of internal assessment and external moderation.

5.3.5 Presentation of work

Candidates must observe certain procedures in the production of controlled assessments.

- Charts, graphs, images and tables may be produced using appropriate ICT. These should be inserted into the candidate's evidence at the appropriate place.
- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation or marking must be marked with the:

centre number;
centre name;
candidate number;
candidate name;
unit code and title.

Work submitted on paper for moderation or marking must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure with each file clearly named with the unit code, centre number and candidate number.

5.4 Task Marking

5.4.1 The OCR approach

For this GCSE in Leisure and Tourism OCR will assume a medium level of control for task marking. All controlled assessed units will be marked by the centre assessor(s) using awarding body marking grids and guidance and moderated by the OCR appointed moderator. For this GCSE controlled assessment can be submitted for postal moderation or uploaded to the OCR Repository.

5.4.2 Applying the assessment criteria

The marking criteria for both units detail the skills, knowledge and understanding which the candidate is required to demonstrate.

5.4.3 Use of 'best fit' approach to marking grids

The (mini)tasks should be marked by the teacher according to the given marking criteria using a 'best fit' approach. For each of the (mini)tasks, the assessor should select the descriptors, provided in the marking grid, which most closely describes the quality of work being marked.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the descriptor which best describes the work of the candidate.

To select the most appropriate mark within this descriptor, teachers should use the following guidance:

- where the candidate's work *convincingly* meets the descriptor, the higher marks in the mark range should be awarded;
- where the candidate's work *adequately* meets the descriptor, the most appropriate mark in the middle range should be awarded;
- where the candidate's work *just* meets the descriptor, the lower marks in the mark range should be awarded.

The final mark for the candidate for each unit is out of a total of 60 and is found by totalling the marks for each of the (mini)tasks.

5.4.4 Authentication

Teachers must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

The candidate must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when the candidate is unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that the candidate understands that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. The candidate may refer to research, quotations or evidence but they must list their sources. .

The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to the candidate as well as the potential risks of failing to acknowledge such material. The candidate must sign a declaration to this effect. Centres should reinforce this message to ensure the candidate understands what is expected of them.

Please note: Centres must confirm to OCR that the evidence produced by the candidate is authentic. The Centre Authentication Form includes a declaration for assessors to sign. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received.

5.4.5 Internal standardisation

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

5.4.6 Moderation

All work is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures: refer to the OCR website for submission dates of the marks to OCR. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria.

5.4.7 Review of live controlled conditions assessment material

Centres must be aware that live controlled conditions assessment material will be reviewed on a regular basis to ensure that it continues to be fit for purpose. Should it be necessary to amend or revise the material then centres will be notified.

5.5 Minimum Requirements for Controlled Assessment

There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

6 Technical Information

6.1 Making Unit Entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered Centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and/or moderator details for controlled assessments.

It is essential that unit entry codes are quoted in all correspondence with OCR.

Unit Entry Code	Component Code	Submission Method	Unit Title(s)
B181	/01	-	Understanding the leisure and tourism industries
B182	/01	<i>Postal Moderation</i>	Moving forward in leisure and tourism
	/02	<i>OCR Repository</i>	
B183	/01	-	Working in the leisure and tourism industries
B184	/01	<i>Postal Moderation</i>	Meeting customer needs in the leisure and tourism industries
	/02	<i>OCR Repository</i>	

6.2 Terminal Rules

Candidates must take at least 40% of the assessment in the same series they enter for either single award or double award qualification certification.

Units can be taken in any order as long as the terminal rules are satisfied.

6.3 Unit and Qualification Re-sits

Candidates may re-sit each unit once before entering for certification for a GCSE (Single Award) or GCSE (Double Award).

Candidates may enter for the qualifications an unlimited number of times.

6.4 Making Qualification Entries

Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- GCSE certification (entry code J444);
- GCSE (Double Award) certification (entry code J488).

A candidate who has completed all the units required for the qualification must enter for certification in the same examination series in which the terminal rules are satisfied.

GCSE certification is available from **June 2011**.

GCSE (Double Award) certification is available from **June 2011**.

6.5 Grading

Both GCSE (Single Award) and GCSE (Double Award) results are awarded on the scale A*-G (A*A* to GG). Units are awarded a* to g. Grades are awarded on certificates. However, results for candidates who fail to achieve the minimum grade (G, GG or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

In unitised schemes candidates can take units across several different series provided the terminal rules are satisfied. They can also re-sit units or choose from optional units available. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses uniform marks to enable this to be done.

A candidate's uniform mark is calculated from the candidate's raw marks. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit e.g. 41/80.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								
		a*	a	b	c	d	e	f	g	u
30%	120	108	96	84	72	60	48	36	24	0
20%	80	72	64	56	48	40	32	24	16	0

Candidate's uniform marks for each module are aggregated and grades for the specification are generated on the following scales.

Qualification	Max UMS	Qualification Grade								
		A*	A	B	C	D	E	F	G	U
GCSE (Single Award)	200	180	160	140	120	100	80	60	40	0

Qualification	Max UMS	Qualification Grade															
		A*A*	A*A	AA	AB	BB	BC	CC	CD	DD	DE	EE	EF	FF	FG	GG	UU
GCSE (Double Award)	400	360	340	320	300	280	260	240	220	200	180	160	140	120	100	80	0

Awarding Grades

The written papers will have a total weighting of 40% and controlled assessment a weighting of 60%.

A candidate's uniform mark for each paper will be combined with the uniform mark for each controlled assessment to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

6.6 Result Enquiries and Appeals

Under certain circumstances, a centre may wish to query the grade available to one or more candidates or to submit an appeal against an outcome of such an enquiry. Enquiries about unit results must be made immediately following the series in which the relevant unit was taken.

For procedures relating to enquires on results and appeals, centres should consult the *Administrative Guide for General Qualifications* and the document *Enquiries about Results and Appeals – Information and Guidance for Centres* produced by the Joint Council. Copies of the most recent editions of these papers can be obtained from OCR.

6.7 Shelf-Life of Units

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

6.8 Guided Learning Hours

GCSE (Single Award) in Leisure and Tourism requires 120-140 guided learning hours in total.

GCSE (Double Award) in Leisure and Tourism requires 240-280 guided learning hours in total.

6.9 Code of Practice/Subject Criteria/Common Criteria Requirements

This specification complies in all respects with the current *GCSE, GCE and AEA Code of Practice* as available from the QCA website, *The Statutory Regulation of External Qualifications 2004* and the subject criteria for GCSE in Leisure and Tourism.

6.10 Prohibited Qualifications and Classification Code

Candidates who enter for the OCR GCSE specifications may not also enter for any other GCSE specification with the certification title *Leisure and Tourism* in the same examination series.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

The classification code for this specification is 0004.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Achievement and Attainment Tables.

6.11 Disability Discrimination Act Information Relating to this Specification

GCSEs often require assessment of a broad range of competencies. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualifications and subject criteria were reviewed to identify whether any of the competencies required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competencies were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council www.jcq.org.uk.

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

Candidates with a visual impairment may find this subject difficult to access fully.

6.12 Arrangements for Candidates with Particular Requirements

Candidates who are not disabled under the terms of the DDA may be eligible for access arrangements to enable them to demonstrate what they know and can do. Candidates who have been fully prepared for the assessment but who are ill at the time of the examination, or are too ill to take part of the assessment, may be eligible for special consideration. Centres should consult the *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council.

6.13 OCR Repository

The OCR Repository allows centres to store controlled assessment electronically and to submit their moderation sample in electronic format.

The OCR GCSE in Leisure and Tourism units B182 and B184 can be submitted electronically: please check Section 6.1 for unit entry codes for the OCR Repository.

More information on the OCR Repository can be found in Appendix B: Guidance for the Production of Controlled Assessments.

7 Other Specification Issues

7.1 Overlap with other Qualifications

There is a degree of overlap between the content of this specification and those for GCSE in Applied Business, OCR Level 1 Nationals in Leisure and Tourism and OCR Level 2 Nationals in Travel and Tourism.

7.2 Progression from these Qualifications

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

7.3 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

This specification offers opportunities which can contribute to an understanding of these issues in the following units:

Unit	Spiritual	Moral	Ethical	Social	Legislative	Economic	Cultural
B181	X	X	✓	✓	✓	✓	✓
B182	X	X	X	✓	✓	✓	✓
B183	X	X	✓	✓	✓	✓	✓
B184	✓	✓	✓	✓	X	✓	✓

7.4 Sustainable Development, Health and Safety Considerations and European Developments, Consistent with International Agreements

This specification supports these issues, consistent with current EU agreements, in the following units:

Unit	Sustainable Development	Health and Safety Considerations	European Developments
B181	✓	✓	✓
B182	✓	✓	X
B183	X	✓	X
B184	X	✓	✓

7.5 Avoidance of Bias

OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind.

7.6 Language

This specification and associated assessment materials are in English only.

7.7 Key Skills

This specification provides opportunities for the development of the Key Skills of *Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		IT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
B181			✓									
B182	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B183											✓	✓
B184	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website (www.ocr.org.uk). A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

7.8 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Leisure and Tourism.

The assessment of this course provides candidates with the opportunity to:

- research a particular leisure and tourism context using a variety of research methods, some of which may be ICT based.

There is also the opportunity for candidates to produce their evidence for Units B182 and B184 with the assistance of ICT.

7.9 Citizenship

Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship. Parts of this Programme of Study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues.

Candidates should be able to:

- question and reflect on different ideas, opinions, assumptions, beliefs and values;
- research and undertake enquiries into issues and problems, using a range of information, sources and methods;
- interpret and analyse critical sources used;
- evaluate different viewpoints, exploring connections and relationships between different viewpoints and actions in different contexts (from local to global);
- assess critically the impact of actions on communities and the wider world.

This specification will provide candidates with the opportunity to:

- work individually and in groups;
- take into account legal, moral, economic, environmental and social dimensions of different problems and issues;
- take into account a range of contexts such as local, national, European, international and global;
- use and interpret different media and ICT both as sources of information and as a means of communicating ideas.

DRAFT

Appendix A: Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

Grade F

Candidates recall, select and communicate knowledge and understanding of basic aspects of leisure and tourism.

They apply limited knowledge, understanding and skills to plan and carry out simple investigations and tasks.

They review the evidence, make simple connections and draw basic conclusions.

Grade C

Candidates recall, select and communicate sound knowledge and understanding of aspects of leisure and tourism.

They apply knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks.

They review the evidence available, analysing and evaluating some of the information clearly, and with some accuracy. They make judgements and draw appropriate conclusions.

Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of leisure and tourism.

They apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks effectively.

They analyse and evaluate the evidence available. They present information clearly and accurately, making reasoned judgements and presenting substantiated conclusions.

Appendix B: Guidance for the Production of Controlled Assessments

Structure for evidence

A Controlled Assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index, called 'Home Page.'

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the Unit code B182/B184, so that the portfolio is clearly identified as the work of one candidate.

Each candidate's Controlled Assessment portfolio should be stored in a secure area on the centre network. Prior to submitting the Controlled Assessment portfolio to OCR, the centre should add a folder to the folder tree containing Controlled Assessment and summary forms.

Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format. (Further information on this topic is provided in the separate OCR guidance on digital Controlled Assessment submissions.)

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic Controlled Assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Word processed documents or PowerPoint presentations must be converted to HTML or PDF formats before submission. OCR will not accept compressed (zipped) file formats. Where new formats become available that might be acceptable, OCR will provide further guidance.

It is the Centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

Accepted File Formats

Movie formats for digital video evidence

MPEG (*.mpg)

QuickTime movie (*.mov)

Macromedia Shockwave (*.aam)

Macromedia Shockwave (*.dcr)

Flash (*.swf)

Windows Media File (*.wmf)

MPEG Video Layer 4 (*.mp4)

Audio or sound formats

MPEG Audio Layer 3 (*.mp3)

Graphics formats including photographic evidence

JPEG (*.jpg)

Graphics file (*.pcx)

MS bitmap (*.bmp)

GIF images (*.gif)

Animation formats

Macromedia Flash (*.fla)

Structured markup formats

HTML (*.html, *.htm)

XML (*.xml)

CSS (*.css)

XSL (*.xsl/*.xslt)

Text formats

PDF (.pdf)

Please consult OCR guidance on digital Controlled Assessment submissions for advice on compatibility of versions of these file formats.